DOCUMENT RESUME

ED 061 664 EC 041 663

AUTHOR	Bradtke, Louise M.; And Others
TITLE	Staff Training in an Institutional Setting. Volume II, Number 9.
INSTITUTION	Texas Univ., Austin. Dept. of Special Education.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	[71]
GRANT	OEG-0-70-4815(603)
NOTE	44p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Exceptional Child Services; *Inservice Education; *Institutional Personnel; *Mentally Handicapped; Nonprofessional Personnel; Professional Personnel; Program Descriptions; *Staff Orientation

ABSTRACT

Described is a preservice training program for staff members working with young, multiply handicapped, profoundly or severely mentally retarded children in an institutional setting. The training program, which emphasizes concrete and practical experiences, is intended to develop appropriate attitudes and technical competencies of both professional and nonprofessional staff members. Goals include studying the children to see how they function in relation to themselves, to others, to stimuli, and to activities, and to develop staff proficiency in such activities as recording behaviors, writing observations, designing materials, and writing activity cards. The 5-week schedule of training activities is detailed. Also included is an employee performance evaluation form. (KW)

ED 061664

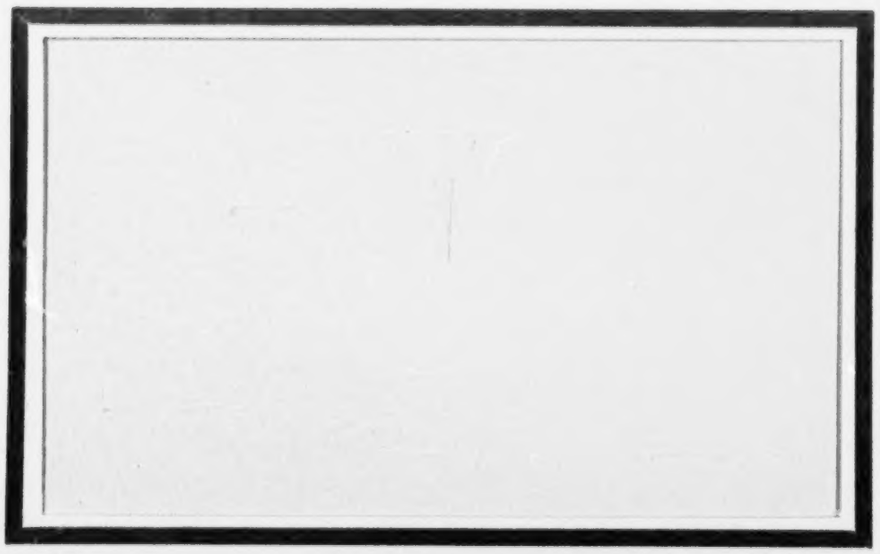
FUNDED BY: THE BUREAU OF EDUCATION FOR THE HANDICAPPED, UNITED STATES OFFICE OF EDUCATION

EC 04166 3E

EARLY CHILDHOOD EDUCATION FOR HANDICAPPED CHILDREN

THE DEPARTMENT OF SPECIAL EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

STAFF TRAINING



A PROTOTYPE

A PUBLICATION OF:
Staff Training of Exemplary Early Childhood
Education Centers for Handicapped Children

Funded by a grant from the Bureau of Education
for the Handicapped, U.S.O.E.
PROJECT NUMBER OEG-0-70-4815(603)

THE UNIVERSITY OF TEXAS AT AUSTIN

Programs for Staff Training of Exemplary Early Childhood Centers

for Handicapped Children

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P R E S E N T S

THE STAFF TRAINING PROTOTYPE SERIES

STAFF TRAINING IN AN INSTITUTIONAL SETTING

by

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Vol.II No.9

BKR Experimental Project
Sunland Training Center at Miami

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

THE BKR PRESERVICE TRAINING PROGRAM EMPHASIZES CONCRETE AND PRACTICAL EXPERIENCES. THESE EXPERIENCES CAN DEVELOP (1) APPROPRIATE ATTITUDES (2) THE TECHNICAL SKILLS NEEDED BY BOTH PROFESSIONALS AND NON-PROFESSIONALS CHOSEN TO WORK WITH THE PROJECT CHILDREN. THE PRESERVICE TRAINING GOALS ARE:

1. THE ABILITY TO LOOK AT CHILDPEN AND TO SEE THEM AS HUMAN BEINGS AND NOT AS LABELED OBJECTS.
2. THE SKILLS NEEDED TO RECORD BEHAVIORS, WRITE OBSERVATIONS, DESIGN AND MAKE MATERIALS, AND TO WRITE ACTIVITY CARDS WITH SOME DEGREE OF PROFICIENCY.

THIS CHILD-CENTERED TRAINING CONCENTRATES ON LOOKING AT CHILDREN AND ON HOW THEY FUNCTION IN RELATION TO THEMSELVES, TO OTHERS, TO MATERIALS, AND TO ACTIVITIES

WEEK I

ORIENTATION - DAY ONE INCLUDES: A TOUR OF THE FACILITY IN WHICH THE EDUCATIONAL PROGRAM FUNCTIONS. AS AN EXAMPLE--BKR AT SUNLAND TRAINING CENTER, MIAMI, THE ADMINISTRATION BUILDING, A PANORAMA OF THE CENTER, THE NURSERY, ANOTHER VIEW OF THE NURSERY, THE SEMI-AM BUILDING, THE SCHOOL AND ON INTO THE CLASSROOMS THEMSELVES. AN INTRODUCTION TO KEY PERSONNEL - AND A RELAXED AND YET CONCISE PRESENTATION OF THE EDUCATIONAL PROGRAM. THIS SHOULD BE CONDUCTED IN THE CLASSROOMS IN ORDER TO FOCUS ATTENTION ON THE EDUCATIONAL SETTING AND ON THE PARTICULAR REQUIREMENTS OF THE CHILDREN.

ORIENTATION MUST INCLUDE: 1. AN OVERVIEW OF THE P.T.S. 2. A DESCRIPTION OF THE TYPES OF CHILDREN TO BE SERVED. 3. AN OUTLINE OF STAFF AND TRAINEE RESPONSIBILITY. IT IS TO BE EMPHASIZED THAT THE TRAINER OR A REPRESENTATIVE MUST BE AVAILABLE AT ALL TIMES TO GIVE ASSISTANCE AND DIRECTION.

OBSERVATION

THIS PART OF THE TRAINING PROGRAM SHOULD BE CARRIED OUT IN AN OBSERVATION ROOM. IF THE CLASSROOM MUST BE USED FOR OBSERVATION, THEN, LIMITATIONS MUST BE PLACED ON THE NUMBER OF TRAINEES. OBSERVATIONS

BECOME INCREASINGLY COMPLEX AS THE TRAINING PROGRESSES.

IN WEEK ONE THE TRAINEE IS INVOLVED WITH THE SIMPLEST FORM OF OBSERVATION. ONE EASILY SEEN BEHAVIOR OF ONE CHILD IS RECORDED ON A PAPER DESIGNED FOR THIS PURPOSE. THE SAME CHILD IS OBSERVED FOR THE REMAINDER OF THE WEEK. THESE OBSERVATIONS ARE KEPT AS RECORDS OF THE CHILD'S BEHAVIOR AND AS INDICATORS OF THE TRAINEES WORK.

DISCUSSIONS

OF OBSERVATIONS ARE AN INTEGRAL PART OF THE TRAINING. DISCUSSIONS ARE USED TO REINFORCE WHAT HAS BEEN OBSERVED AND TO CLARIFY ACTIVITIES AND CHILDREN'S BEHAVIORS. TRAINEES ARE TAUGHT TO WRITE OBJECTIVE OBSERVATIONS. THIS PROCEDURE IS PLACED AFTER DISCUSSIONS SO THAT THE TRAINEES MAY DEVELOP A BETTER UNDERSTANDING OF WHAT THEY HAVE SEEN.

BUZZ SESSIONS

NECESSARY THEORETICAL INFORMATION IS PRESENTED DAILY IN INFORMAL BUZZ SESSIONS. SOME EFFECTIVE APPROACHES ARE: 1. GROUP DISCUSSIONS 2. AUDIO-VISUAL 3. INFORMAL LECTURES 4. READING AS A GROUP ACTIVITY AND ORAL REPORTS 5. QUESTION AND ANSWER SESSIONS. TOPICS INCLUDE: M. R. BEHAVIOR MANAGEMENT, HANDICAPPING CONDITIONS, ETC.

ACTIVITY CARDS

ARE USED AS THE BASIS FOR DEVELOPING PERSCRIPTIVE CURRICULUMS. THE WRITING OF THESE IS THE CULMINATION OF A SERIES OF SEQUENTIAL STEPS:

1. OBSERVATION 2. ROLE PLAYING 3. RECORDING 4. TASK ANALYSIS 5. THE DESIGNING AND MAKING OF TEACHING MATERIALS.

TEACHING MATERIALS

TRAINEES ARE SHOWN TEACHING MATERIALS, HOMEMADE AND COMMERCIAL THAT HAVE PROVEN EFFECTIVE. COMMON EXPENDIBLE SUPPLIES ARE USED IN ORDER TO IMPRESS THE TRAINEES WITH THE AVAILABILITY OF THE MATERIALS AND WITH THE IMPORTANCE OF DESIGNING A TEACHING MATERIAL WHICH MEETS THE CHILD'S SPECIFIC PROBLEM: i.e. VISUAL ATTENTION, GRASPING, BLOWING.

ROLL PLAYING

A MOST EFFECTIVE METHOD FOR INCREASING THE TRAINEES ABILITY TO SEE CHILDREN AND TO FIND WAYS OF REACHING THEM. ROLE PLAYING BEGINS IN THE FIRST WEEK WITH THE MATERIAL SESSIONS.

1. ONE TRAINEE IS THE CHILD 2. ANOTHER IS THE TEACHER 3. THE TRAINER DEMONSTRATES, INITIALLY, HOW

TO RECORD. 4. FROM THEN ON, A TRAINEE RECORDS THE STEPS OF THE ACTIVITY.

A DEFINITE TIME IS SET ASIDE DAILY FOR THE TRAINEES TO ASK QUESTIONS OF THE TRAINER. THE TRAINEE RECEIVES INDIVIDUAL ATTENTION AND ASSISTANCE IN THOSE AREAS WHICH ARE DIFFICULT TO HIM. THESE CONFERENCES ARE ALSO VALUABLE TO THE TRAINER BECAUSE THEY PROVIDE FEEDBACK ON METHODS OF INSTRUCTION.

WEEK II

OBSERVATION

TWO CHILDREN ARE OBSERVED DAILY. THE BEHAVIOR TO BE OBSERVED IS THE CHILD'S REACTION TO ADULTS AND TO OTHER CHILDREN. THE SAME TWO CHILDREN ARE OBSERVED FOR THE WEEK. THE TRAINER ASSIGNS THE CHILDREN TO BE OBSERVED. OBSERVATIONS ARE RECORDED IN THE SAME MANNER AS WEEK ONE.

BEHAVIOR MANAGEMENT

A FILM ON BEHAVIOR MANAGEMENT IS SHOWN ON MONDAY AS A PRELUDE TO A WEEK OF SEMINARS ON BEHAVIOR MANAGEMENT. A PSYCHOLOGIST CONDUCTS THE SEMINARS WHICH ARE GEARED TO THE PRACTICAL APPLICATIONS OF THEORY AS RELATED TO THE CHILDREN IN THE POPULATION.

WEEK III

TWO CHILDREN ARE OBSERVED DAILY. THE BEHAVIOR TO BE OBSERVED IS THE CHILD'S PARTICIPATION IN CLASSROOM ACTIVITIES: (1) ATTENTION (2) MOTOR (3) INTENSIVE PLAY, WHICH IS A UNIQUE ASPECT OF OUR CLASSROOM PROGRAM, AND (4) LANGUAGE. THE SAME TWO CHILDREN ARE OBSERVED FOR THE WEEK. THE TRAINER ASSIGNS THE CHILDREN TO BE OBSERVED. OBSERVATIONS ARE RECORDED IN THE SAME MANNER AS WEEKS ONE AND TWO.

THERE ARE NO SEMINARS IN HANDICAPPING CONDITIONS. THIS DEFICIT IS COVERED BY THE BUZZ SESSIONS AND FUTURE INSERVICE TRAINING. IT IS FELT THAT A KNOWLEDGE OF "NORMAL" CHILD GROWTH AND DEVELOPMENT GIVES A PRACTICAL BASIS FOR BUILDING ACTIVITES FOR THE HANDICAPPED CHILD. THIS CHILD IS TOO OFTEN COMPARED TO A VEGETABLE. ONE CANNOT TEACH A VEGETABLE, BUT ONE CAN TEACH A CHILD IF ONE KNOWS WHICH WAY TO GO. THIS WEEK OF SEMINARS FURTHER ENCOURAGES THE TRAINEES TO LOOK AT CHILDREN.

WEEK IV

OBSERVATIONS FOR THIS WEEK ENTAIL LOOKING AT TEACHING MATERIALS AND TASKS AS THEY RELATE TO SPECIFIC CHILDREN. TWO CHILDREN ARE OBSERVED FOR A PERIOD OF NOT MORE THAN TWENTY MINUTES EACH. TRAINEES ROTATE

THROUGH PARALLEL TEACHING AND OBSERVATIONS. OBSERVATIONS ARE RECORDED ON A STRUCTURED PAPER. THE TRAINEE RECORDS STEPS OF THE TASKS AND A DESCRIPTION OF THE TEACHING MATERIALS USED TO TEACH THE CHILD A SIMPLE ACTIVITY OR TASK. THE CHILDREN, MATERIALS AND TASKS TO BE OBSERVED ARE ASSIGNED DAILY.

TEACHING MATERIALS

TRAINEES ARE TAUGHT TO MAKE MATERIALS FOR SPECIFIC CHILDREN. THESE MATERIALS ARE CORRELATED WITH THE TRAINEES' PARALLEL TEACHING EXPERIENCES IN THE CLASSROOM. BEFORE THE TRAINEES USE THE MATERIALS WITH CHILDREN, THEY USE THEM ON EACH OTHER IN ROLE PLAYING SESSIONS. HERE YOU SEE THREE TRAINEES USING A NEW MATERIAL AND FOLLOWING A PRESTRUCTURED ACTIVITY.

PARALLEL TEACHING

A MODELING EXPERIENCE THE TRAINER, OR EXPERIENCED STAFF MEMBER, DEMONSTRATES WITH ONE CHILD. TRAINEES IMITATE WITH OTHER CHILDREN. STILL OTHER TRAINEES OBSERVE THE PARALLEL TEACHING AND WRITE OBSERVATIONS.

CHILD EVALUATIONS

A QUALIFIED PROFESSIONAL ADMINISTERS AN EDUCATIONAL, DEVELOPMENTAL INSTRUMENT TO A CHILD. TRAINEES OBSERVE

ASK QUESTIONS, AND WRITE DESCRIPTIVE OBSERVATIONS.

ACTIVITY CARDS

THE TRAINEES MOVE FROM LOOKING AT ACTIVITY CARDS (ON WHICH TASKS ARE BROKEN DOWN INTO SIMPLE STEPS) TO WRITING THEM FOR SPECIFIC TASKS AND CHILDREN. THESE CARDS ARE CORRELATED WITH THE PARALLEL TEACHING DONE IN THE MORNINGS, AND WITH THE TEACHING MATERIALS MADE IN THE AFTERNOONS. 1. ACTIVITY CARDS WRITTEN BY ENTIRE GROUP. 2. ACTIVITY CARDS WRITTEN BY PAIRED TRAINEES. 3. ACTIVITY CARDS WRITTEN BY EACH TRAINEE.

THIS ROLE PLAYING ACTIVITY DEMONSTRATES A COMPLETED ACTIVITY CARD.

PROGRAMMING

AS A GROUP THE TRAINEES, USING THE SKILLS ACQUIRED DURING THE PREVIOUS WEEKS, PROGRAM THE CLASSROOM ACTIVITIES. THE PROGRAM, BROKEN INTO BLOCKS OF TIME, CHILDREN - TEACHER RESPONSIBILITIES, LOCATION AND ACTIVITY, IS WRITTEN ON THE BOARD.

WEEK V

BEHAVIORAL GOALS - STAFFING

THE STAFFING OF CHILDREN (DIAGNOSING, PLANNING INDIVIDUAL PRESCRIPTIVE PROGRAMS) IS A CULMINATION OF THE SKILLS ACQUIRED DURING THE PRESERVICE TRAINING. STAFFING PROCEDURES ARE MADE A PART OF THE INSERVICE TRAINING PROGRAM.

SUMMATIONS AND EVALUATIONS - THE FINAL AFTERNOONS ARE SPENT IN EVALUATIONS AND SUMMATIONS OF PREVIOUS WEEKS' ACTIVITIES. THE TRAINEES ARE ENCOURAGED TO DISCUSS AND EVALUATE THEMSELVES, EACH OTHER AND THE TRAINING. A WRITTEN EVALUATION OF THE PRESERVICE TRAINING PROGRAM IS PREPARED BY THE TRAINEES, INDIVIDUALLY OR AS A GROUP. ALL SUCH EVALUATIONS ARE NOTED BY THE STAFF. THEY ARE USED FOR REFINING FUTURE PRESERVICE TRAINING PROGRAMS AND AS THE FOUNDATION OF THE INSERVICE TRAINING. TRAINEES ARE PRESENTED WITH A CERTIFICATE FOR THE COMPLETION OF THE PRESERVICE TRAINING.

EMPLOYEE PERFORMANCE EVALUATION

THE INITIAL PERFORMANCE EVALUATION OCCURS IMMEDIATELY FOLLOWING COMPLETION OF THE PRESERVICE TRAINING PERIOD. THE TRAINEE IS RATED ONLY ON THOSE

ITEMS EMPHASIZED DURING THE PRESERVICE TRAINING PROGRAM. ALL STAFF PERFORMANCE ITEMS ARE NOT APPLICABLE TO ALL INDIVIDUALS. THEY ARE NOT EXPECTED TO CARRY OUT EVERY CLASSROOM/CLASSROOM RELATED RESPONSIBILITY LISTED IN THE EVALUATION.

POST TRAINING

THE PROGRAM IS EFFECTIVE IN TRAINING PARENTS, STUDENTS, TEACHERS AND AIDES. TEACHERS WHO HAVE COMPLETED THE BKR PRESERVICE TRAINING PROGRAM ARE NOW TEACHING 35 CHILDREN IN THE SUNLAND NURSERY. IMPLICATIONS OF THE TRAINING PROGRAM ARE ALSO BEING FELT IN THE COMMUNITY.

BKR IS OPERATING A CLASSROOM AT THE UNIVERSITY OF MIAMI, CONTINUING HEALTH CARE PROGRAM WITH SIX CHCP CHILDREN, AND ANOTHER CLASSROOM HAS BEEN INSTITUTED AT THE UNIVERSITY OF MIAMI'S MAILMAN CENTER FOR CHILD DEVELOPMENT FOR DEMONSTRATION AND RESEARCH AND TRAINING.

IT IS THE INTENT OF THE PRESERVICE TRAINING PROGRAM TO IMPRESS UPON ALL TRAINEES THAT THESE CHILDREN ARE NOT VEGETABLES - THESE CHILDREN CAN AND DO LEARN.

BKR EXPERIMENTAL PROJECT

PRESERVICE STAFF TRAINING MANUAL

(FEDERAL GRANT - HANDICAPPED CHILDREN'S EARLY EDUCATION ASSISTANCE ACT P.L. 91-230. TITLE VI, PART C).

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ABSTRACT

The BKR Experimental Project, housed at Sunland Training Center at Miami, has been Federally funded P.L. 91-230, Title VI, Part C, ESEA to design a model program for young, multiply handicapped, profoundly/severely mentally retarded children. Although the Project is in a residential facility, community children who fit the population criteria (profoundly/severely mentally retarded, ages infancy through seven) are also included. The Project is funded to build an educational model that can be bodily lifted and placed in residential or community settings.

An integral part of the educational model must be the training procedures. An intensive preservice training program has been developed to emphasize concrete and practical experiences. Appropriate attitudes and technical competencies of both professional and non-professional individuals who work with these children are developed through this training.

The preservice Training goals are:

1. The ability to look at children and see them as human beings and not as labeled objects. The child-centered training will concentrate on looking at children and how they function in relation to themselves, to others, to stimuli and to activities.

2. The ability to record behaviors, write observations, design and make materials, and write activity cards with some degree of proficiency.

3. An effective approach to increase the trainee's performance is the modification of the trainee's role to fit the trainee and yet insist upon the same basic skills from all. Parents, surrogate parents, volunteers and students undergo a modified version of the preservice training program.

The Preservice Training Program is based on a five-week calendar. The mornings are spent on observation and discussion of children as they function in varied activities in the learning environment. The afternoons are devoted to a variety of activities including exploring materials, role playing, seminars, films, observation of children in testing situations, review and evaluation of the Preservice Training Program. Inservice Training activities are an extension of Preservice Training and emphasize those areas in which the trainees need more support and/or information, including daily experience in the classroom and visits to other programs both on and off the residential facility.

TRAINING MANUAL FOR THE BKR EXPERIMENTAL PROJECT'S PRESERVICE STAFF TRAINING CALENDAR

WEEK I

ORIENTATION

Day One:

All trainees should have a tour of the total environment in which the educational program exists. Opportunity should be provided to introduce key personnel to the trainees.

Orientation should be conducted in the classroom environment in order to focus attention on the educational setting and the particular requirements of the children.

Orientation should include:

1. A presentation of the purpose of the educational program.
2. An overview of the Preservice Training Schedule.
3. A description of the types of children to be served.
4. An outline of staff responsibilities.

The staff trainer or a representative must be present at all times to give assistance and to answer questions.

OBSERVATION

DAYS - Tuesday-Friday AM

It is preferable to carry out this segment of the training program from an observation room. (If it is necessary to use the classroom for observation, limitations must be placed on the number of individuals trained at one time).

OBSERVATIONS BECOME INCREASINGLY COMPLEX AS THE WEEKS PROGRESS

Week one exposes the trainee to the simplest form of observations. One easily seen behavior of one child is recorded by the trainer and trainees for a one-hour period on a paper designed for this purpose. *Appendix I. The hour observation is broken into three repeating segments of five minutes each; counting, question and answer, and writing descriptive observations. The same child is to be observed for four consecutive days. The trainer assigns the child and the behavior for observation. Observations should be kept as records of the child's behavior and as indicators of the trainees' work.

DISCUSSIONS

Discussions of observations are ongoing throughout the training. They are used to reinforce what has been observed and to clarify

and enlarge upon activities and children's behaviors.

OBSERVATION - WRITING

Trainees are taught to write descriptive observations. Writing of observations is placed AFTER discussion so that the trainees may have a better understanding of what they have seen. The descriptive observations should be kept as records of trainee's progress in looking at children and as descriptions of children's behaviors.

DAYS - Tuesday-Friday PM

BUZZ SESSION

An informal buzz session provides the opportunity to present theoretical information. The following are some of the effective approaches:

1. Audio-visual presentation.
2. Informal lectures.
3. Assigned readings as a group activity.
4. Oral reports of assigned readings.

   (reading assignments should be made as far as possible according to the interests and reading ability of each trainee).
5. Question and answer sessions; group or individual.

Information presented includes topics such as mental retardation, behavior management, child growth and development, emotional

disturbance, handicapping conditions (cerebral palsy, blind, deaf, etc.).

ACTIVITY CARDS

These cards are used as the basis for developing prescriptive curriculums. Writing of activity cards is the culmination of a series of sequential steps:

1. Observations;
2. Role playing;
3. Recording;
4. Task analysis.

MATERIALS

The trainees are exposed to teaching materials, both homemade and commercial, that have proven to be effective in working with multiply handicapped, young children. Common expendible supplies (construction paper, tin cans, rubber bands) are given to the trainees to work with in order to impress upon them the importance of developing teaching materials which meet a child's specific problem (visual attention, grasping, blowing).

Sample:	Problem:	Child has poor grasp
	Material:	Construction paper
	Teaching Material:	Construction paper rolled into a tube 8" long, 1 1/2" in diameter, twisted in the center.

ROLE PLAYING

Role playing is one of the most effective methods utilized in the Preservice Training Program. A trainee playing the part of a child or a teacher becomes more personally involved with children and ways of reaching them. Role playing begins during the first week.

1. One trainee assumes the role of the child.
2. Another trainee assumes the role of the teacher and demonstrates the use of materials.
3. The trainer records the steps of the initial role playing activity on the blackboard.
4. Thereafter, a trainee is assigned the responsibility to record the steps of the role playing activity.

INDIVIDUAL CONFERENCES

A definite period of time is allotted daily for the trainees to ask questions of the trainer. This conference time is used for the trainee to receive individual attention in the areas which are proving difficult. It also provides the trainer with 'feedback' on her own methods of instruction.

WEEK II

DAYS - Monday-Friday AM

OBSERVATION

Two children are observed daily. The behavior to be observed is the child's reaction to adults and to other children. The same two children are observed for the week. The trainer assigns the children to be observed. Observations are recorded in the same manner as Week One.

DISCUSSION

As in Week I - after observation period.

OBSERVATION WRITING

Written observations of one child are assigned daily.

DAYS - Monday-Friday PM

BUZZ SESSION

As outlined in Week I.

BEHAVIOR MANAGEMENT

A film on behavior management is shown on Monday as a prelude to a week of seminars on behavior management. A psychologist con-

ducts the seminars which are geared to the practical applications of theory as related to the children in the population.

INDIVIDUAL CONFERENCES

As in Week I.

WEEK III

DAYS - Monday-Friday AM

OBSERVATION

Two children are observed daily. The behavior to be observed is the child's participation in classroom activities. The same two children are observed for the week. The trainer assigns the children to be observed. Observations are recorded in the same manner as in Weeks One and Two.

DISCUSSION

As in Week One.

OBSERVATION WRITING

Written observation of one child in the different classroom activities are assigned daily.

BUZZ SESSION

As in Weeks One and Two.

SEMINAR

Seminars are held under the guidance of specialists in their fields. All seminars involve those areas which the staff feels essential for working with their children.

NOTE: There are no seminars in handicapping conditions. This deficit is covered by the buzz sessions and future inservice training. It is felt that a knowledge of "normal" child growth and development gives a practical basis for building activities and tasks for the handicapped child. This child is too often compared to a vegetable. One cannot teach a vegetable, but one can teach a child if one knows which way to go. This week of seminars further encourages the trainees to look at children.

INDIVIDUAL CONFERENCES

As in Week One.

WEEK IV

OBSERVATIONS

The entire week is to be spent in looking at teaching materials and tasks in relation to the children and in parallel teaching. MONDAY will entail recording a child's skill with a particular simple task. The record is kept on a paper structured for this purpose. Two children observed for a period of not more than

twenty minutes each. The same two children are observed for the week. The trainer assigns the children to be observed. Trainees rotate through parallel teaching and observations. TUESDAY THRU FRIDAY entails observing a child using varied teaching materials designed to promote the ability to perform a simple task(s). Observations are recorded on a paper constructed for this purpose. Children, material and tasks to be observed are assigned daily.

PARALLEL TEACHING

Parallel teaching is a modeling experience. On MONDAY the trainer or experienced staff member demonstrates the teaching techniques on one child. A trainee imitates with another child. The other trainees observe the parallel teaching and write observations. This process is repeated with each trainee. TUESDAY THRU FRIDAY, trainees are paired and participate in a parallel teaching situation.

One trainee models the teaching technique and the other trainee imitates. The trainer is present for guidance and direction.

DISCUSSION

As in Week One.

OBSERVATION WRITING

Written observations of one child as related to the task and materials are assigned daily.

DAYS - Monday-Friday PM

BUZZ SESSION

The trainer actively participates in role playing of parallel teacing.

CHILD EVALUATIONS

DAYS ONE AND TWO -- A qualified professional administers an education, developmental or psychological instrument to one specific child. The trainees observe.

ACTIVITY CARDS

DAYS WEDNESDAY THRU FRIDAY -- The trainees look at activity cards on which tasks are broken down into simple steps. Trainees move from looking at activity cards to writing them for specific tasks. Activity cards are designed to correlate with the task being carried out in the parallel teaching.

1. Activity cards are written by the entire group. Discussions are encouraged throughout.
2. Activity cards are written for specific materials and the children by paired trainees.
3. Activity cards are written for specific materials and children by each trainee.

SAMPLE OF ACTIVITY CARD

Purpose: To encourage holding.

Method: Teacher place child's hand around center of paper tube.

Teacher positions her hand over the child's hand to insure continued grasp.

Teacher says "hold".

Teaching material: Construction paper rolled into a tube 8 inches long, 1 1/2 inches in diameter and twisted in the center.

PROGRAMMING

The trainees program the classroom activities and plan the daily tasks for each child. The program is broken into blocks of time. The program is written on the blackboard by the trainees as a group activity. The trainees refer to the program on the blackboard during the parallel teaching.

INDIVIDUAL CONFERENCES

As in Week One.

WEEK V

AM

OBSERVATIONS

Monday through Wednesday the trainees will observe behaviors as outlined in weeks one, two and three. On Thursday and Friday the trainees have free observations. The trainees choose and observe one child for the hour allotted for observation. The child is observed in two or three different activities. The free observations give the trainee the opportunity to apply the techniques learned and are used as a partial evaluation of the trainee.

DISCUSSION

As in Week One.

OBSERVATION WRITING

As in Week One.

SUMMATIONS AND EVALUATIONS

The final afternoons are spent in evaluations and summations of previous weeks' activities. The trainees are encouraged to discuss and evaluate themselves, each other and the training. A written evaluation of the Preservice Training Program is prepared

by the trainees, individually or as a group. All such evaluations are noted by the staff. They are used for refining future Preservice Training Programs and as the foundation of the inservice training. Trainees are presented with a certificate for the completion of the preservice training.

PRESERVICE TRAINING EVALUATION BY STAFF TRAINER

Materials: It was found that sophistication in this area cannot be expected in a five week period of time, but comes through the use of teaching materials in the classroom.

Reading: Reading per se was not able to be carried out due to differences in the reading ability of the staff. Some of the trainees needed assistance in developing their language ability. Therefore, other media and group reading were introduced.

Seminars and Lectures: Lectures and seminars were excellent for reinforcing theories, but many times too sophisticated for some trainees. Individual conferences were used to provide review and carryover.

ACTIVITY CARDS

Activity cards were too complex to be mastered within the time allotted. They require more explanation and practice within the classroom, and, therefore, are to be continued in inservice training.

CHILD EVALUATIONS

Child evaluations were an excellent aid in teaching task analysis and sharpening observation skills.

GENERAL COMMENTS

A full complement of children cannot be used during the preservice training period. The service during this period of time must be concentrated on the training of the staff and not on children. Therefore, the ratio between children and trained staff must be small and in keeping with the intent of the Preservice Training Program.

You cannot maintain an intensive training program for an eight hour day. Time must be allotted for regular breaks, movement from one activity to another, unexpected emergencies, immediate staff trainee interaction after classroom sessions.

The staff of children (diagnosing, planning individual prescriptive programs) is a culmination of the skills acquired during the preservice training. Staffing procedures are made a part of the inservice training program.

EMPLOYEE PERFORMANCE EVALUATION

The initial performance evaluation occurs immediately following completion of the preservice training period. The trainee is rated only on those items emphasized during the Preservice Training Program. All staff performance items are not applicable to all individuals. They are not expected to carry out every classroom/ classroom related responsibility listed in the evaluation.

BKR EXPERIMENTAL PROJECT

PRESERVICE TRAINING CALENDAR

BKR CALENDAR OF PRESERVICE TRAINING - COPYRIGHT 1971

WEEK I

AM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Orientation	Observation of specific behavior (one child)	Observation of specific behavior (one child)	Observation of specific behavior (one child)	Observation of specific behavior (one child)
		Discussion	Discussion	Discussion	Discussion
		Observation writing	Observation writing	Observation writing	Observation writing
PM					
	Orientation	Buzz Session	Buzz Session	Buzz Session	Buzz Session
		Activity cards	Activity cards	Activity cards	Activity cards
		Materials	Materials	Materials	Materials
		Role playing	Role playing	Role playing	Role playing
		Individual conferences	Individual conferences	Individual conferences	Individual conferences

WEEK II

BKR CALENDAR OF PRESERVICE TRAINING, COPYRIGHT 1971

	MONDAY	TUESDAY	WEDENSDAY	THURSDAY	FRIDAY
AM	Observation of two children's reaction to adult	Observation of two children's reaction to adult	Observation of two children's reaction to adults and to other children	Observation of children's reaction to adults and to other children	Observation of children's reaction to adults and other children
	Discussion	Discussion	Discussion	Discussion	Discussion
	Observation writing (one child)	Observation writing (one child)	Observation writing (one child)	Observation writing (one child)	Observation writing (one child)
	Individual conferences	Individual conferences	Individual conferences	Individual conferences	Individual conferences
PM	Buzz session	Buzz session	Buzz session	Buzz session	Buzz session
	Seminar: Behavior Management	Seminar: Behavior Management	Seminar: Behavior Management	Seminar: Behavior Management	Seminar: Behavior Management
	Individual conferences	Individual conferences	Individual conferences	Individual conferences	Individual conferences

WEEK III

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AM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Observation of child in classroom activity	Observation of child in classroom activity	Observation of child in classroom activity	Observation of child in classroom activity	Observation of child in classroom activity
	Discussion	Discussion	Discussion	Discussion	Discussion
	Observation writing (one child)	Observation writing (one child)	Observation writing (one child)	Observation writing (one child)	Observation writing (one child)
	Individual conferences	Individual conferences	Individual conferences	Individual conferences	Individual conferences
PM					
	Buzz session	Buzz session	Buzz session	Buzz session	Buzz session
	Seminar	Seminar	Seminar	Seminar	Seminar
	Individual conferences	Individual conferences	Individual conferences	Individual conferences	Individual conferences

WEEK IV

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AM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Parallel teaching Observation of child's skill	Parallel teaching Observation of child's skill	Parallel teaching Observation of child's skill	Parallel teaching Observation of child's skill	Parallel teaching Observation of child's skill
	Discussion	Discussion	Discussion	Discussion	Discussion
	Observation writing	Observation writing	Observation writing	Observation writing	Observation writing
	Individual conferences	Individual conferences	Individual conferences	Individual conferences	Individual conferences
PM					
	Buzz session	Buzz session	Buzz session	Buzz session	Buzz session
	Child evaluations	Child evaluations	Child evaluations	Child evaluations	Child evaluations
	Individual conferences	Individual conferences	Individual conferences	Individual conferences	Individual conferences

WEEK V

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AM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Observation of specific behavior (two children)	Observation of child's reaction to others (2)	Observation of classroom activities	Free observation of (one child)	Free observation of (one child)
	Discussion	Discussion	Discussion	Discussion	Discussion
	Observation writing	Observation writing	Observation writing	Observation writing	Observation writing
	Individual conferences	Individual conferences	Individual conferences	Individual conferences	Individual conferences
PM	Buzz session	Buzz session	Buzz session	Buzz session	Buzz session
	Summations and evaluations	Summations and evaluations	Summations and evaluations	Summations and evaluations	Summations and evaluations
					Presentation of Training Certificate

BKR EXPERIMENTAL PROJECT

EMPLOYEE PERFORMANCE EVALUATION

BKR EXPERIMENTAL PROJECT

EMPLOYEE PERFORMANCE EVALUATION

(Copyright 1971)

EMPLOYEE'S NAME _____ CLASSIFICATION _____

POSITION NUMBER _____

DATE OF LAST REVIEW _____

ALL ITEMS WILL NOT BE APPLICABLE TO ALL INDIVIDUALS

EMPLOYEE'S MAXIMUM NUMERICAL SCORE _____

EMPLOYEE'S OBTAINED NUMERICAL SCORE _____

TOTAL PERCENTAGE SCORE _____ _____

	OVERALL PERCENTAGE SCORE FORMULA
OUTSTANDING	90% thru 100%
ABOVE SATISFACTORY	75% thru 89%
SATISFACTORY	50% thru 74%
CONDITIONAL	35% thru 49%
UNSATISFACTORY	0% thru 34%

EACH FACTOR TO BE RATED BY CIRCLING NUMERICAL VALUE	O	AS	S	C	UNS
A. HOUSEKEEPING RESPONSIBILITIES:					
1. Obtains and places own materials in readiness for class	5	4	3	2	1
2. Assists in keeping rooms clean and orderly	5	4	3	2	1
3. Carries out supervision of housekeeping	5	4	3	2	1
4. Puts own material away	5	4	3	2	1
5. Assists in moving furniture, etc.	5	4	3	2	1
6. Accompanies children to and from classrooms	5	4	3	2	1
B. RECORDING RESPONSIBILITIES:					
1. Assists in programming for specific children	5	4	3	2	1
2. Programs for specific children	5	4	3	2	1
3. Assists in correlating classroom schedules	5	4	3	2	1
4. Correlates classroom	5	4	3	2	1
5. Schedules: responsible for correlation of classroom schedules	5	4	3	2	1
6. Keeps baseline data	5	4	3	2	1
7. Can graph behaviors	5	4	3	2	1
8. Writes objective observations	5	4	3	2	1
9. Keeps classroom attendance	5	4	3	2	1
10. Develops activity cards	5	4	3	2	1
11. Describes classroom activities	5	4	3	2	1
12. Turns in reports as specified: a. programs b. activities cards c. observations d. baseline data	5	4	3	2	1
13. Unique and/or unusual written contributions	5	4	3	2	1

C. ATTITUDE (Personal characteristics) - General

1.	Attendance	5	4	3	2	1
2.	Punctuality	5	4	3	2	1
3.	Cooperates with immediate supervisor	5	4	3	2	1
4.	Cooperates with all staff	5	4	3	2	1
5.	Notifies proper individual/s about lateness, absence, illness, etc.	5	4	3	2	1
6.	Accepts non-routine assignments	5	4	3	2	1
7.	Attends lectures	5	4	3	2	1
8.	Attends demonstrations	5	4	3	2	1
9.	Reads and discusses materials appropriate and/or assigned to Project	5	4	3	2	1
10.	Reads and discusses Project materials	5	4	3	2	1
11.	Asks questions concerning Project activities	5	4	3	2	1
12.	Participates in non-center Project activities:	5	4	3	2	1

a. lectures b. community visits
c. field trips d. conventions

13.	Treats Project information as confidential	5	4	3	2	1

D. ATTITUDE (Personal characteristics) - IN THE CLASSROOM.

1.	Dresses appropriately	5	4	3	2	1
2.	Appropriate use of language and voice	5	4	3	2	1
3.	Does not show frustration and/or anger toward other adults	5	4	3	2	1
4.	Does not show frustration and/or anger toward children	5	4	3	2	1
5.	Responds positively to children	5	4	3	2	1
6.	Copes with emergencies	5	4	3	2	1
7.	Respects other adults	5	4	3	2	1

PERSONAL CHARACTERISTICS (CONTINUED):

8.	Cooperates with other adults	5	4	3	2	1
9.	Cooperates and accepts directions	5	4	3	2	1
10.	Directs questions and/or complaints to immediate Supervisor	5	4	3	2	1
11.	Leaves personal problems outside classroom doors	5	4	3	2	1
12.	Is professional in discussion of children	5	4	3	2	1
13.	Uses reinforcement techniques appropriately	5	4	3	2	1
14.	Able to put (learned) techniques to use	5	4	3	2	1
15.	Is able to modify activities to suit children and/or classroom	5	4	3	2	1
16.	Makes all attempts to (move) child (children)	5	4	3	2	1
17.	Makes use of activity cards a. uses cards as guides b. uses cards as law	5	4	3	2	1
18.	Questions success and/or failure of classroom structure	5	4	3	2	1
19.	Contributes innovations (shows initiative with) a. materials b. activities c. reinforcers d. programs	5	4	3	2	1
20.	Accepts constructive criticism	5	4	3	2	1
21.	Keeps socialization with adults to a minimum when working with the children	5	4	3	2	1
22.	Uses techniques/materials appropriate to: a. child's performance b. child's interest c. child's negativism d. group structure e. activity schedule f. developmental sequence	5	4	3	2	1

E. ATTITUDE TOWARD CHILDREN:

1.	Is not overprotective	5	4	3	2	1
2.	Uses positive facial and body movements	5	4	3	2	1

ATTITUDE TOWARD CHILDREN (CONTINUED):

3.	Uses positive physical contact	5	4	3	2	1
4.	Accept the child and his handicaps with no demonstration of pity	5	4	3	2	1
5.	Imposes self upon the child if necessary	5	4	3	2	1
6.	Is able to "manage" a small group (2-4)	5	4	3	2	1
7.	Gives equal time to all children in her/his care	5	4	3	2	1

F. ATTITUDE TOWARD ADULTS IN THE COMMUNITY:

1.	Listens to parents	5	4	3	2	1
2.	Accepts parents of handicapped children as individuals with various problems	5	4	3	2	1
3.	Ask parents for recommendations on child's needs	5	4	3	2	1
4.	Demonstrates carry-over procedures in the home to parents	5	4	3	2	1
5.	Discusses appropriate teaching methods (in classroom and home) with parents when asked	5	4	3	2	1
6.	Refers complex questions regarding child to appropriate professional	5	4	3	2	1
7.	Avoids involvement with parents' personal problems (as not related to child)	5	4	3	2	1